



Subject: Music
Year group: 5
Term: Autumn 2
Unit name: Classroom Jazz 1 (Charanga)
Subject Driver: Diversity

Knowledge/Skills	
Listen and Appraise:	Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated. Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated. Instruments/voices you can hear: Piano, bass, drums, glockenspiel
Musical activities (using glocks and/or recorders)	Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B.
Perform and Share	Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations • Instrumental performances

About this unit:	
Themes	Jazz and Improvisation, and Swing
Facts/info	Bossa Nova originated in South America. Swing became popular in the 1940s.
Listen	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman
Vocabulary	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.
Reflection	What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why? Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed? What are the 'style indicators' of Bossa Nova and Swing? How do you know this is Bossa Nova or swing music? Can you find out more about Bossa and Swing?





Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'



Big Ideas:

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Spiritual Development

Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts. Colossians 3:16

Prior Learning:

Identify the themes: Equality, civil rights.

Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

Do the words tell a story?

Warm-up Games copy back, play, invent rhythmic and melodic patterns.

Play instrumental parts accurately and in time, as part of the performance.

Improvise in the lessons and as part of the performance.

Compose a simple melody using simple rhythms and use it as part of the performance.

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?